## A M E R I C O R P S O B J E C T I V E

WORKSHEET

Please identify objective category and then indicate the number of the objective. Please note that objective one serves at the program's primary objective.

Category (Select One)					
	☐ GETTING THINGS DONE ☐ MEMBER DEVELOPMENT ☐ STRENGTHENING COMMUNITIES	<b>1</b>	□ 2	□ 3	
Building Objectives For example					
1.	What <b>activity</b> will members engage in? How <b>many members</b> will engage in this activity? <b>Where</b> will the members engage in the activity? <b>With whom</b> (general category: students by grade level, parents, senior citizens, victims of recent crimes, etc.) and <b>how frequently?</b>		6 members will tutor students, identified by teachers as low achievers, each day for 1 hour in Brook, Pond and Stream Elementary School.		
	What will <b>change</b> as a result of the activity? (Be sure that there is a direct connection between the <i>activity</i> and the <i>change</i> .)		Students' acad performance	will be enha	inced.
3.	What <b>tools/methods</b> will the program use to measure the change? (Please identify the specific instrument the prival use.)	ogram	Tracking shee grades, teach and quarterly	er anecdote	
4.	<b>How much change</b> will indicate success? Over <b>what period of time</b> ? <b>How many</b> (numbers or percentage) ben will <b>achieve</b> this level of change?	eficiaries	85% of studer demonstrate ir at least one gratutored subjectourse of the	ncrease in gr rade level in ect over the	n the
5.	How many people will directly benefit from this activity?		150 students	will benefit.	
6. Restate your complete objective (steps 1 – 5). Sample: 6 members will tutor 150 low achieving students (as identified by teachers), each day for 1 hour in Brook, Pond, and Stream Elementary School, with 85% of the students demonstrating increase in grades of at least one grade level in the tutored subject over the course of the academic year, as measured by tracking sheet for daily grades, teacher observations, and quarterly test scores.					

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